

Guiding Principles for the Accreditation Review Process

Synthesized from the Small Group discussion

COA meeting with Stakeholders 1/22/04

Revised after 2/26/04 Subcommittee meeting with Stakeholders

The review process should:

1. Ensure adequate cross section of stakeholders including adequate representation from teachers. Develop a subcommittee/workgroup structure that is inclusive of the cross section of stakeholders.
2. Consider the involvement of the entire learning-to-teach continuum in the review of accreditation of educator preparation. Include representation from subject matter preparation and the induction community.
3. Workgroup(s) should have a clear charge. Number and type of groups established should be based on needs analysis and scope of work.
4. Build into the process adequate time for implementing “sunshine” strategies, that is, public review and input of ideas and proposals for redesign.
5. Establish a variety of public input options. These might include:
 - establishment of workgroup(s)
 - use of focus groups
 - public hearings
 - surveys including web-based options
 - field reviews
 - other strategies to maximize stakeholder input throughout the process.
6. Establish a planned schedule for review.
7. Establish group norms that guide group activities regarding various aspects of the review. For example, reporting to and from constituency groups, development of options or recommendations for consideration, role and involvement of the CTC staff and COA membership.
8. Establish a process that is iterative, that is, there is frequent communication among workgroup(s), the COA, and the Commission.
9. Include consideration of transition issues and adequacy of time required for implementation.